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ABSTRACT

This collection of briefs comprises a guide to minority-activity planning designed by the Steering Committee for Minority Communications of the Westinghouse Foundation. They are intended to further the following Westinghouse goals: (1) to encourage youth to pursue careers in technology; (2) to develop strong links with the minority community; (3) to publicize Westinghouse commitment; and (4) to counsel management on minority issues. Each brief includes some of the following elements: (1) success stories; (2) getting started; (3) resources/costs; (4) planning; (5) implementation; and (6) conclusion/follow-up. The collection is divided into four sections. Section 1, "Community Development Programs," contains the briefs, "Community Partnering" and "Minority Organizations." Section 2, "Volunteer Programs," contains the briefs, "Community Volunteers Program" and "Award of Excellence Program." Section 3, "Education Programs," includes the following briefs: (1) "Career Conference"; (2) "Minority Spokespersons and Community Ambassadors Program"; (3) "Community Ambassadors Training Program"; (4) "Community Ambassador Program Update"; (5) "Partnerships in Education Program"; (6) "Work-Study Programs"; and (7) "Print Campaigns." Section 4, "Workplace Programs," includes the following briefs: (1) "Minority Vendors Program"; (2) "Minority Recruiting Program"; and (3) "Mentoring Programs." A table, correlating social problems/needs, sources of information, and suggested indicators of problems/needs, and a community involvement matrix, correlating community concerns and types of agencies/organizations most frequently involved, are also included. (AF)

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Programs

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Welcome to Community Briefs,...

the first comprehensive guide to minority activity planning designed by the Steering Committee for Minority Communications. This is the first time that the committee, which started its unique efforts in 1977, has published — for plant wide use — a record of its many creative programs.

Why a book? Because we would like you to become a more active member of our team.

Our record: we are doing a fine job already. But we have a lot of goals — encouraging youth to pursue technology careers, developing strong links with the minority community, making the Westinghouse commitment more visible, and counseling management on minority issues — and need more interest and involvement from others.

Look at the sections spelling out details about education, volunteer, community development, and workplace programs and think about starting your own program — one that fits your location priorities.

Some, like a career conference, require less work and smaller budgets, and are perhaps good starting points. All require commitment and follow-through if we are indeed to reflect our corporate social responsibility goals.

See, for example, the education section with its career conferences, minority spokespersons and community ambassadors, partnerships in education, and work-study programs.

Other sections deal with implementing volunteer programs, mandating community involvement, and earning awards of excellence. Community development. Learn about community partnering and minority organizations.

And finally, workplace programs and the many opportunities for minority recruiting, retaining, and mentoring programs.

Good luck, and let us hear from you.

Cecile M. Sprunger, Chairperson
Steering Committee for
Minority Communications

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Community Partnering

1. Community Development Programs

This community brief provides plant management or an individual employe with a process for community problem identification and problem solving which can be carried out on a community-wide basis with plant or individual involvement.

The health, strength and vitality of our plant communities depend in good measure on community partnering, on the ability of employes to participate with various neighborhood or city groups to solve community problems in numerous ways.

Generally people like to help, so getting volunteers isn't the question. What is important is understanding the problems and figuring out how to use available skills and resources to address them.

Following are some guidelines for community problem solving with plant involvement and leadership. You, too, can generate new responses or services in your community for both old and new needs.

Getting Started

You may wish to get involved as an individual in community affairs, but you're unfamiliar with local issues or needs and don't know the volunteer organizations that can use your skills. On the other hand, you might be a new plant or personnel manager, looking for constructive ways to involve Westinghouse in local affairs through partnering corporate resources with needy agencies and organizations. In both instances it's necessary first to find out the needs of your community and who's doing what. And there are no hard and fast rules for accomplishing this.

- *Get to know your community and its needs.* Determining what's needed—the needs assessment—is an important step toward viability. The needs assessment highlights community problems, what skills are needed, who will participate and how and, in some cases, what form the problem-solving effort will take.

  Included with this community brief are two pieces of information that should be helpful in the needs assessment process. The first is a listing of social problems/needs with suggested indicators for each that can be used to evaluate the degree of the problem. The second is a community involvement matrix showing typical community organizations and agencies along with the most common community concerns. The matrix is especially helpful in identification of specific areas of need.

  The plant community itself is an ideal source of preliminary information on needs and resources, as well as potential volunteers. Brainstorm with employes about community problems as they relate to education, health and medical care, recreation, housing and community facilities, and welfare. They may also comment on community groups doing a fine job. If an employe is particularly concerned or articulate, note his or her name for further activities.

- *Define your neighborhood*
  Know its geographical boundaries, area shifts from residential to industrial, and ethnic pockets. A neighborhood profile will also note population age groupings, housing, transportation, employment, and numbers and types of community facilities.

- *Collect data*

  A recently published United Way of America book, *Needs Assessment: A Guide for Planners, Managers, and Funders of Health and Human Care Services*, is a comprehensive overview of the various methodologies used. This text is an excellent reference for corporate decision-makers trying to evaluate opportunities for community involvement. It discusses primary sources of data, including the following:

1. General population surveys, including personal interviews, telephone surveys and mailed surveys
2. Subpopulation surveys that focus on the needs of targeted populations
3. Key informant surveys that include various experts, political leaders, and key decision-makers
4. Surveys of service providers, or those on the "firing line" that manage existing service programs
5. Service recipient surveys
6. Public meetings

  Secondary data sources discussed include, among others, the following:

1. Epidemiological studies from health agencies
2. Service statistics from health and human service agencies
3. Social indicators from census data
4. Demographic and economic data projections
5. Resource inventories
6. Budget reviews of agency allocations

- *Get better acquainted with community organizations*

  The plant has already made inroads into knowing the community leadership. Tap into those plus other organizations, public and private, to get a broader representation and more information.

At this point, you are still assessing needs, and in the process discovering resources within various organizations. Whom do they serve and how? Is there duplication of services?

In large urban centers, there are usually organizations that can be contacted, often with just one phone call, to find out community needs and ways to get involved. For instance, the Volunteer Action Center in Pittsburgh is a United Way Agency of Allegheny County that matches an individual's interests and skills with the needs of human service agencies, cultural organizations, and self-help groups. In some cases, such centralized sources of information do not exist in smaller communities. In these locations, it often requires a series of phone calls or visits to an array of organizations, before local needs can be fully determined.

As displayed in the attached matrix, where there's a conventional mix of organizations and agencies in existence, it's relatively easy to quickly pinpoint specific areas of service needs or community action voids. However, when these organizations are absent, an investigator has to rely on more basic sources of knowledge, such as the local phone book. Start with "V" for volunteers, and see if your city has an information number for community-supported volunteer programs. Still other places you might look include college bulletin boards, church outreach programs, the local Red Cross chapter, school district offices, service clubs such as the Kiwanis and Rotary, and traditional community service agencies such as the United Fund or Community Chest. Don't overlook the local media as a source of information, and later, as support for your own potential projects.

Be sure to contact every category of organization. Later, some may become partners. Your list may include: economic and government organizations, private and public education facilities, PTAs, religious and ecumenical groups, cultural, fraternal and recreational societies (ranging from lodges and athletic clubs to art societies and ethnic clubs), civic organizations (League of Women Voters and veteran groups), health and welfare organizations (United Appeals, CAC).

Your worksheet for analyzing pertinent community organizations may include such information as: Purpose, major activities, number of active members and membership restrictions, meeting time, key leaders, cooperating organizations, type of auspices (i.e., voluntary association), funding source, decision makers and ultimate authority (i.e., board of directors), major community controls (i.e., for United appeal it would be patterns of gifts). Under "interesting data," include types of services being expanded, a recently signed contract with a state agency, etc.

- *Share findings with plant management*

  Check if potential partnership projects are in accord with company goals, orientation, and available resources.

Continue, as well, to build a partnership base among plant employes by sharing findings, soliciting their opinions, and surveying types of skills and talents available.

Success Stories

Community partnering examples cover the gamut, from building neighborhood arts and culture centers to rehabilitating houses, revitalizing downtown areas, developing new business opportunities, and introducing social services.

The Home Maintenance Corporation (HMC) of New Haven, Connecticut, tackled abandoned and neglected housing in the low-income Hill area by first creating a tool lending library, all the group could afford on a $5,000 grant. A program director increased membership and got them organized and four years later HMC boasted comprehensive housing services: finding, financing, rehabilitating and maintaining.

Near Atlanta, a community created a Neighborhood Arts Center that offers 48 workshops to over 500 youngsters each week. Classes include arts and crafts, writing, music, drama and dance. Summer programs instruct Greater Atlanta art teachers and students.

A good example of a Westinghouse employe's individual initiative leading to a significant corporate involvement in community affairs is the YMCA effort in South Boston, Virginia. The only community of 8,000 residents in a 900-square-mile rural county, South Boston was without a YMCA. A handful of local residents organized to remedy this situation, headed by Garlington (Gary) C. Wilburn, the Manager of Engineering at the local Westinghouse small power transformer plant. After receiving sizable financial commitments from another local employer and some individual donors, Wilburn and the committee asked Westinghouse for a $50,000 contribution. They received not only this grant, but also a subsequent amount of $25,000 when the building program needed additional money. Now completed, the South Boston YMCA is a significant community asset featuring the only indoor swimming pool in the county.

Having successfully helped with the Y project, Westinghouse became interested in additional community affairs. Among other activities, Westinghouse helped fund the local hospital's capital expenditure program, including the purchase of a state-of-the-art piece of equipment used by ophthalmologists in eye surgery.

Projects vary from the simple—a good way to begin—to the complex. Yet all reflect an exciting opportunity for community initiative, cooperation and results. A lot depends, of course, on the individual neighborhoods, and on getting the right start.

Individual Partnering

Individual partnering can be simply a matter of showing up and doing whatever volunteer work is assigned, from stuffing envelopes to making phone solicitations. However, as worthwhile as such activities are, they're not nearly as valuable as the services many highly skilled Westinghouse employes could provide. Many of their job-related skills are worth far more to an organization than "unskilled" volunteering. For instance, professional writers or communicators can develop and help execute an organization's public relations program. Plant electricians might install some needed electrical improvements in a group's meeting place, or accountants can help with financial audits or tax matters. There are limitless opportunities for individuals to "partner" their job skills with community needs.

In some larger communities, such as Pittsburgh, the local United Way organization maintains registries of volunteer skills, or a Skillsbank. Volunteers are asked to list as many as four skills, define the level of proficiency of each, list their involvement preferences, and any age preferences. When specific project requests for certain skills are received from organizations, the volunteers are contacted to give their approval before any organization is referred to them. Similar "partnering" of individuals wishing to be board members of non-profit organizations and community groups looking for responsible board members occurs through Board Banks run by local Volunteer Action Centers.

1. *Community Development Programs*

Corporate Partnering

With continuing cutbacks and curtailments in government spending for social programs and agencies, corporate partnering with the non-profit sector has become commonplace. No longer a matter of private sector largess, such activities are now a must to keep many programs and organizations alive. Partnering maximizes the contributions of both sectors, with the ultimate benefactor being the community.

A corporation also benefits from partnering. Increased community goodwill and acceptance and improved ties with community decision-makers are two of the more frequently cited paybacks. Others include the use of volunteer feedback to better evaluate fund solicitations, and improved employe morale and self-esteem.

Specific types of corporate involvement are unlimited. Most, however, fall into six different categories: (1) various types of non-cash philanthropy; (2) industry-wide projects; (3) one-shot programs; (4) loaned executives; (5) social action leaves; and (6) recruitment/clearinghouse activities. A brief description of each follows:

Non-cash philanthropy involves the donation of products, services, and a myriad of other "in kind" activities to a community's non-profit organizations. Sometimes surplus products are involved; in other instances, slightly irregular but otherwise perfectly usable products are distributed to needy organizations. Fully depreciated equipment, no longer "of value" to the corporation, is also frequently donated to community groups. Other types of contributions include the use of corporate meeting rooms, free legal advice, or other corporate expertise.

Industry-wide projects have been sponsored by certain industries that then ask its membership to provide the necessary manpower. For instance, the National Association of Accountants conducts nationwide projects to aid minority businessmen. The American Bankers Association's 231 member banks regularly loan personnel to consumer education and counseling programs.

"One shot" projects are usually undertaken by individual companies. Often one-day, single-purpose projects, they usually don't need much publicity or recruiting, and can often be done with modest staff and budget. Voter registration drives, holiday fund-raisers, clothing drives and similar volunteer projects involve a minimal time commitment, yet generate goodwill and interest in longer-term volunteering.

Loaned executives are a special kind of corporate partnering where companies make a gift of skilled manpower to a community group for a fixed period of time. The salaries of these "on-loan" executives are paid by the corporation. Most frequently employed as organizational problem solvers, these executives often help nonprofits balance their books, develop funding plans, and establish better business practices.

Social action leaves are special leave provisions for a corporation's total work force, not just its executives. After application and approval, selected employes are given sabbatical leaves to work full time on community projects.

Corporate recruitment and/or clearinghouse programs usually involve the full-time employment of a volunteer coordinator to initiate and administer company-wide recruitment programs, post daily notices and announcements, and schedule volunteers. These coordinators keep abreast of community needs and programs and try, on an ongoing basis, to match these needs with corporate resources.

Corporate community partnering, if properly structured and organized, usually doesn't dissolve once it accomplishes its initial purpose. Most social problems never totally disappear, so there usually is an ongoing need for the "partnering" structure to remain intact, at least for awhile. Once this mechanism for an effective coalition has been put in place, it can be used as a platform to launch additional community action programs.

Organizational Planning

- *Initiate partnerships and identify action issues.*
  Invite leaders of relevant organizations to an organizational meeting. Invite potential employe volunteers as appropriate.

  Share with the group the information you have gathered and together decide which problems are most pressing, pervasive and most easily solved. Select one that has community visibility, a chance to succeed, and make it a top priority.

- *Define the scope of the project.*
  This will help organize and manage planning and be an essential funding aid. Use it for community education and publicity as well.

  Some questions to answer:
  - Why initiate the project or service?
  - What is to be done?
  - Who will perform the activities?
  - Where will the activities be carried out?
  - When will the project be initiated?
  - What will it cost?
  - How can it be funded?

- *Get people involved.*
  Set a date a week away for a general meeting. Invite organization partners, interested employe volunteers and service recipients. Select an accessible site for a large group.

  Publicize the meeting via plant newspaper or cafeteria bulletins. Alert the local newspaper and request public service announcements via radio and/or television.

  Hold the meeting and share your canvassing information. Identify the priority issue, keep the meeting lively and keep interest high by soliciting opinions and ideas. Get names, addresses and telephone numbers for an initial membership list.

  Define the approach you will be using in tackling the project and conclude with a concrete action step. Set a tentative date for the next meeting.

  Set regular meeting times and keep meetings interesting and on target.

- *Build other partnerships.*
  Form alliances with others in both the public and private sectors. Contact other business persons as appropriate and get to know local financial institutions. Learn about revenue sharing and other forms of grants and allocations. Get to know local politicians, government structure and statutes, and get guidance on joint city hall/neighborhood proposals, if appropriate.

Implementation

Although the primary focus of this text is upon needs assessment and developing partnerships, the following are some implementation steps:

1. Name your organization and identify task forces needed.
2. Develop a detailed plan for meeting the new organization's objectives.
3. Mobilize resource people. In addition to volunteers already recruited, locate others to help with accounting, planning, education and publicity.
4. Tackle the priority problem. Get people involved in an initial aspect, and enjoy the morale boost of small, successful starts.

5. Raise funds. Determine your operations budget, i.e., printing, copying, postage, and identify as well as tap potential money sources. For substantial grants, look to charities, foundations, churches, and local, state, regional and federal governments. Generate your own funds through raffles and street fairs, etc.
6. Publicize your organization. Communicate activities and accomplishments via an organization newsletter and via the media, as appropriate.
7. Bask in the accomplishment of short-term goals and start in on long-term ones.

Conclusion/Follow-up

Successful organizers agree that it is essential to do your homework: get the data in. Also, form partnerships with credible, respected organizations. And be sure to touch base with all relevant neighborhood organizations to assure needed political support. Above all, start with a small project that can succeed.

Printed Resources

Neighborhoods: A Self-Help Sampler
U.S. Department of Housing and Urban Development, Office of Neighborhoods, Voluntary Associations and Consumer Protection,
HUD-536-NVACP
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

An excellent primer that also contains an extensive bibliography.

Tactics and Techniques of Community Practices
Editors: Fred M. Cox, John L. Erlich, Jack Rothman, John E. Tropman
F. E. Peacock Publishers, Inc.
Itasca, Illinois 60143

A more scholarly text with extensive instructions and suggestions.

Organizational Resources

Corporate Volunteer Coordinating Council (CVCC)
250 Broadway, Room 1407
New York, NY 10007

National Center for Voluntary Action
1785 Massachusetts Avenue NW
Washington, D.C. 20036

Involvement Corps
501 Webster Street
Palo Alto, CA 94301

Clearinghouse on Corporate Social Responsibility
Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Urban Strategy Center
Chamber of Commerce of the U.S.
1615 H Street NW
Washington, D.C. 20006

Center for a Voluntary Society
1507 M Street NW
Washington, D.C. 20005

Public Affairs Council
1601 18th Street NW
Washington, D.C. 20009

National Alliance of Businessmen
1730 K Street NW
Washington, D.C. 20006

National Association of Manufacturers
277 Park Avenue
New York, NY 10017

The Commission for
Voluntary Service and Action
475 Riverside Drive, Room 830
New York, NY 10027

Please send program details and publicity clippings to:
Contributions and Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For more information contact:
Contributions and Community Affairs
WIN 272-3017
(412) 642-3017

You can be sure . . . if it's Westinghouse

Minority Organizations

1. Community Development Programs

Getting acquainted with minority organizations in our plant communities, and being aware of their goals and needs, offers a tremendous opportunity to develop a Westinghouse presence in the community. It is a means of exercising corporate social responsibility and building our image in the community. But, more important, it indicates our interest in training youth for the future and in building partnerships—pathways to developing other health, welfare, social, and cultural opportunities that enhance the quality of life.

Success Stories

Examples of successful involvements with minority organizations abound on a personal and plant-wide basis.

Some support health and welfare projects, such as a new community clinic; others support the arts, a music festival, or a city-wide career clinic.

Individual initiatives surface through volunteer surveys, and recognition such as the Community Service Award and the Award of Excellence show efforts in church- and organization-sponsored education programs among others.

Resources/Costs

Staff planning time, general manager for hosting organization visits. Budget for hospitality and contributions for community needs.

Getting Started

The level of involvement with minority organizations reflects, in part, commitment from top management and their support of employe volunteerism during working hours. Their commitments can often be reinforced by communicating the advantages and rewards of volunteer interactions. Convey the joys of volunteering, of bolstering the plant image as a caring, effective neighbor as well as an employer, customer, and supplier.

Planning

1. Survey employes to determine their level of participation in minority organizations.
2. Survey local minority organizations, starting with the Urban League or similar leadership group for additional listings. Minority employes are also a source. For a more complete national listing, request *A Guide to Black Organizations* and a similar publication of the Congressional Hispanic Caucus, Inc. Both are available from the public affairs department of Philip Morris USA, 120 Park Avenue, New York, N.Y. 10017.
3. Be sensitive to local community needs in all areas, including the arts and social welfare, and develop a perspective via media reports and employe recommendations.
4. Get plant commitment for a get-acquainted program.
5. Meet personally with organization leaders to schedule a plant visit.
6. Arrange meeting dates with top management and staff, as appropriate.
7. Do your homework. Prepare a backgrounder for management on the organizations, their leadership and programs, goals, and possible interest in funds or volunteers.
8. Plan plant hospitality as appropriate.
9. Develop a mechanism for continuing contact with the organization by appointing a primary plant contact.
10. Share information about organizations and opportunities with employes.

Implementation

Here are some door-openers to consider:

- Hold a lunch, reception, or dinner at which the general manager and top staff can meet minority leaders
- Be prepared to discuss local issues and ways that Westinghouse can become more involved with the minority community
- Invite minority leaders for a plant tour
- Encourage minority organizations to use plant facilities, such as meeting rooms and recreational space
- Offer to speak to minority groups about Westinghouse
- Publicize a roster of local minority organizations and encourage employes to participate
- Publicize features about the general manager and employe involvement in minority projects in plant and local newspapers
- Recognize outstanding employe volunteers via nominations for the Community Service Award (for overall service to the community) or for the Award of Excellence (for outstanding minority efforts), or both.

Conclusion/Follow-Up

Like many other minority-oriented programs that involve reaching out to the community, successful interface depends on management commitment and support. The get-acquainted meeting at the plant or over lunch or dinner is an excellent and relatively inexpensive way to open lines of communication with key minority leaders.

Please send program details and publicity clippings to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For more information contact:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

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Community Volunteers Program

2. Volunteer Programs

Hundreds of Westinghouse employes in some 120 company locations regularly donate skills, time, and money to community activities. Company-wide surveys indicate that we work with youth, church, and service organizations as well as charities, schools, and civic groups. We also focus on the special needs of minorities, the handicapped, and the elderly. Indeed, the intense, total involvement gave rise to the company gift-match program. Plants, too, spur volunteer initiatives —for a new library or special services. However, whether an individual or an entire plant, the goal is the same: a commitment to enhancing the quality of a life, a group, a neighborhood.

Success Stories

John Staehlin literally gives a helping hand—an electronically powered one—to quadriplegics. A developer of sophisticated radar mechanisms for Baltimore Defense, he has donated hundreds of hours over the past four years to inventing apparatus for the handicapped.

The extraordinary need and high cost of less-than-satisfactory devices inspired Staehlin to form a volunteer design team of 105 fellow engineers and other professionals. Known as Volunteers for Medical Engineering, Inc. (VME), the group works with various rehabilitative medical centers. The VME newsletter describes needed aids and recruits development specialists.

In addition to the hand closure device for quadriplegics, VME developed a cerebral palsy self-feeder, new automatic page turner, wheelchair control simulation program, and several techniques for using computers.

The rewards? "I installed an overhead rail over a man's bed," Staehlin recalls. "He called me the next morning to say it was the first time in 13 years that he could get down to eat at the breakfast table. You don't need any more than that."

Elsewhere within Westinghouse, volunteer programs focus on many minority needs. Several dozen Nuclear Center volunteers tutor Crescent Elementary School students in English and math every week.

Fritz Ottenheimer has devoted three hours a week since the program began in 1979. Notes the senior engineer after one of his pupils rose from the bottom of the math class to get a final "A", "Being a tutor is easy, satisfying, important. Why aren't there more?"

Colleague Brian McKenzie, as coordinator, has spurred volunteer participation 400 percent over the last two years. The Nuclear Center also sponsored 10 of the best tutored pupils at a summer computer camp.

Other Pittsburgh-area volunteers support a minority-centered track club, which boasted an Olympic winner in 1984.

Then there are technical advisors who regularly volunteer to help minority businesses.

Retirees, too, are a tremendous resource for a Pittsburgh senior artist program funded by Westinghouse. Dozens of older artists, both professional and amateur, donate skills to some 14 area schools. They help youngsters learn about watercolors, printmaking, and weaving, as well as jazz, violin playing, composing, calligraphy, poetry, and American Indian art.

Getting Started

Ideas and reinforcements vary. Would-be volunteers may be inspired by John Staehlin's suggestions:

- Ideas come from all sources. You don't need training in inventing projects, because everyone has creativity.
- Find someone to be a focal point and to get you started.
- Many needs exist. Pick one area and think of what you could do differently.
- Announce your availability. Projects always follow.

To develop or to reinforce plant-wide initiatives, consider a volunteer training program and a volunteer recognition event. Training includes four modules dealing with volunteering, management skills to understand organizations and people, and problem-solving/community assessment. A descriptive brochure, handouts and audiovisuals are available from Contributions & Community Affairs.

A volunteer recognition event shows appreciation to employe volunteers, highlights the organizations served, and demonstrates the Westinghouse commitment to the community. At Gateway, volunteer recognition is a two-day lunch hour event with refreshments. There are table displays sponsored by various organizations, a message from the chairman, and certificates for the volunteers.

Westinghouse also offers a relatively new Community Service Award designed solely for volunteers.

Resources/Costs

Minimal staff time for planning, training, recognition events, communications. Budget for food, certificates, photography and displays at volunteer recognition event.

Planning

For plant-wide initiatives:

1. Be sensitive to community needs and sometimes suggest social, cultural, or academic projects.
2. Gauge plant commitment. Don't force the issue if volunteerism is not a priority.
3. Recruit a core of volunteers. Start small, and have a show-and-tell session to build enthusiasm.
4. Get the general manager's endorsement of volunteerism on company time.
5. Be persistent once you find a volunteer or project.
6. Be bold. Develop creative programs to reflect Westinghouse social accountability.

Implementation

- Communicate project needs and volunteer involvement. Use workplace meetings, bulletins, or whatever works best in your location
- Sponsor volunteer training programs as appropriate
- Identify potential volunteers and agencies or organizations
- Encourage general manager's participation to give more visibility internally and externally
- Anticipate volunteer recognition day three months in advance, inviting participants, publicizing the event, and preparing certificates
- Nominate top volunteers for corporate Community Service Award.

Conclusion/Follow-Up

Dedicated volunteers say recruitment is relatively simple if would-be volunteers are convinced they can truly contribute something and feel the project is worthwhile. Start small. Employe benefits include learning new skills, building new relationships, and having a greater sense of responsibility toward their jobs. National surveys also show less absenteeism and increased productivity, when programs are employer-supported. Volunteerism has become a critical national need as federal funds evaporate and community needs multiply.

Please send volunteerism project examples to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For further information call:
Contribution & Community Affairs
WIN 272-3017
(412) 642-3017

John Staehlin
Defense Center, Baltimore
WIN 285-4748
(301) 765-4748

Brian McKenzie
Nuclear Center, Pittsburgh
WIN 293-2195
(412) 374-2195

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Award of Excellence Program

2. Volunteer Programs

The Award of Excellence recognizes Westinghouse employes who make outstanding contributions to minority affairs. Established by the Steering Committee for Minority Communications in 1983, the award acknowledges persons who encourage minorities to pursue careers in science and engineering, improve relationships between management and minority groups in plant communities, and show exceptional performance in matters related to minority causes.

Twenty-one employes received the award in 1984, the first year of presentation. There were 56 nominees. In addition to the overall goals of the award, the Steering Committee considered other criteria such as impact of the effort, time devoted, personal commitment, demonstrated leadership and creativity.

Each winner, plus the plant site, receives a signed, numbered, and specially commissioned lithograph by black artist Romare Bearden called *Starlight Dreams*.

Each location also plans festivities around the award presentation. Plants sponsored special dinners, often including community leaders and a media blitz. (Lima, Ohio, for example, had the mayor, TV coverage and a front-page story in the local newspaper.)

Success Stories

All of the award recipients are success stories. They represent minorities and nonminorities alike. They span the range of Westinghouse careers. They are engineers, analysts, technicians and manufacturing supervisors in purchasing, sales, communications, and human resources. Many contribute at their workplace, to the community-at-large, to schools, and after-school science activities. Many inspire youth to excel in learning by acting as tutors, counselors, and advisors. Others are recruiters, official and unofficial, as they tout the merits of education, technical careers, and opportunities at Westinghouse.

Some help minority businesses to develop and flourish. Some instigate work-study programs at plants. All are role models who generously give time and energy over the years. They add an extra measure of quality to all our lives.

Getting Started

Enter nominations on a special form and submit it to Contributions & Community Affairs by February 28. Winners are announced in May every year.

Resources/Costs

Staff planning for soliciting nominees, arranging and publicizing the awards event. Budget for photography, awards lunch or dinner.

Planning

1. Survey plant early on to determine potential pool of nominees.
2. Solicit nominations from managers and supervisors, giving some standards. Some to consider are: commitment, innovativeness, worthiness of project and impact, time spent, length of continued involvement, and leadership skills demonstrated.

Examples of projects that showcase such capabilities are:

- Initiating a work-study program
- Initiating science workshops and fairs for school children
- Leading a minority group and expanding its program significantly

- Counseling or tutoring students with significant impact
- Organizing successful activities and projects within a minority setting
- Addressing students on education and career issues
- Developing a new minority support organization
- Launching career development seminars

3. Organize a festive event for winners that may include the mayor, top minority and other local leaders, winners' families, and the media.
4. Plan and write a media kit for invited press (radio, TV, newspaper) with news releases describing winners' activities and significance of the award.

Implementation

Screen nominations and send top ones to Contributions & Community Affairs by February 28 of each year. Anticipate awards ceremony for late May or early June, reserve space, and compile an invitation list. Personally contact the media a few days before the event to ensure coverage. Send photos of the event and report to Contributions & Community Affairs and to WENS for further dissemination.

Conclusion/Follow-Up

Don't overlook nonminority employes who are active in-plant as well as in the community. And make the awards presentation a big event. It's a "feel good" opportunity that boosts plant and minority spirits and offers excellent media exposure.

Please send copies of program report, publicity to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For further information call:
WIN 272-3017
(412) 642-3017

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Career Conference

3. Education Programs

A career conference is a local, plant-sponsored workshop for minority junior high school students to explore career opportunities in engineering, science, and technology. The basic design includes a local minority organization as co-sponsor, the school system, and Westinghouse staff as the organizer and a source of career speakers.

Since the Westinghouse Steering Committee for Minority Communications initiated the first career conference in Charlotte, N.C., in 1979, there have been more than 20 conferences in plant locations such as Baltimore, South Philadelphia, East Pittsburgh, Youngwood and Buffalo.

Success Story

When Buffalo's Elizabeth Price went to community presentations and found standing room only, she knew she had a hit. Meeting students in school halls who waved hellos and asked "Are you coming to our school soon?" confirmed it. And when plant managers to supervisors praised the last seminar and asked to be part of the next one, that capped it.

Career conferences at the Large Motor Division have become an annual event.

Price, who is supervisor of hourly employment, notes, "We're forever out there and committed to the community. We go to the schools; engineers volunteer to give different workshops; people are constantly calling for tours of our facility.

"Our objective," she adds, "is to get as many minorities as possible interested in higher education or finding their niche through the conferences. We're also helping Westinghouse meet its objectives to the community as far as aiding or hiring minorities and exposing them to what we're all about. It becomes a salute to all of industry, because it shows we're meeting the challenge of tomorrow."

With each conference, Price says, everyone's participation increases—that of students, parents, employes, minority and religious organizations, minority suppliers who donate services and food, and volunteer police and firefighters who act as security.

The project passed the credibility test at the outset because Price focused on education and on "reaching the students to make them aware of the real world of work." She adds, "Don't get political; don't offer anything. So many parents ask what do you have to give me? My question to them is what do you have to offer? Here is education just for the asking. You're teaching them that the world owes them something. But if you educate them, they don't have to demand. The world will be looking for them."

What Worked for Buffalo

This is Elizabeth Price's checklist:

- *Do your homework.*
  Find out if the area is aware of careers. What have students been exposed to outside of the traditional curriculum? Have they ever interfaced with the business community and its goals? Talk to the education task force and find out who is working with the schools. Ask youth developers and community leaders to put you in touch with the proper organizations. It takes time, but someone may already be involved in the community and know where to get the support and how to target this effort. Let them do the legwork. Address parent and adult groups, and get their support.

3. Education Programs

- *Be up-front.*
  To draw the community to you, it must be convinced that you have no ulterior motive. Let it know that Westinghouse is traditionally very active in supporting education via grants and programs such as the Science Talent Search.

- *Select the right co-sponsor,*
  one who is willing to go on-site, work with students, and give assembly programs.

- *Host a kick-off meeting*
  to introduce the project and co-sponsor; include the general manager and all possible support groups—local school system, superintendent of schools, community college, civic and recreation centers, local urban league, NAACP, the Y, and local media for publicity.

- *Get the city involved*
  and have a Saturday program. The first helps defray costs and may provide a conference site; the second rules out class cutters.

- *Get parents involved*
  as reinforcement for getting student participation. Design a special program for them at the conference.

- *Develop an evaluation scheme*
  to use as a guideline for the next conference.

The easiest part of the project, remembers Price, was in getting community support by including a rush of volunteers who addressed student and adult groups. More complex issues, such as demographics and funding, were resolved by working closely with minority organizations.

Getting Started

To launch a career conference in your community, here are some suggested planning and implementation steps, a look at format and resources, and some thoughts about evaluation and follow-up.

Format

Full-day or half-day workshops focusing on junior high school minority students, (or other disadvantaged groups, as appropriate) and held in a school or office building, recreation or civic center.

Resources/Costs

Staff time for planning, implementation (including career speakers), and evaluation process; clerical and production time.

Budget: $3,000 to $4,000 for printing invitations, posters, registration and evaluation forms, certificates, programs, signs, postage, security, and food.

Planning

1. Assess the community interest in a career conference and the plant commitment and its resources; select a project coordinator.
2. Assess the specialties of plant professionals. Fields may include computer science, research, and many areas of engineering from electrical and mechanical to aerospace and nuclear.
3. Outline a career conference describing potential roles of co-sponsors, the school system, and Westinghouse. Typically, Westinghouse hosts the kick-off planning meeting; picks the time, place, co-sponsor, and program content; directs the planning; publicizes and directs the event; and pays for the food and other program needs.

4. Assign duties to the co-sponsor. The co-sponsor typically organizes the conference, including contacting school administrators, registering students, setting up workshops, contacting parent and community groups, and arranging food service.
5. Host a kick-off meeting with the general manager in order to involve participating groups in the process and the project.
6. Discuss goals and responsibilities, and develop a conference management schedule.
7. Recruit panelists, moderators, registrars, and volunteers.
8. Pick a site and develop a working relationship with its administrators. Note security and other requirements.
9. Work with counselors in the local school system to screen student participants.
10. Work with adult and parent groups to promote their interest in the conference.
11. Design and produce all required communications materials including workshop selection forms, brochures, letters, posters, certificates, and press releases.
12. Take completed workshop selection forms and match preferences to panels.
13. Organize all orientation materials designed for panelists, moderators, registrars, volunteers, and students.
14. Promote conference with local media, and within the plant.
15. Order and provide equipment requested by panelists.
16. Design evaluation forms for all participants.
17. Confirm all participants.
18. On the day of the event, check out registration set-up, meeting rooms, food and security arrangements.

Implementation

Here is a sample program:

9:00–9:45	Welcome and guest speaker
9:45–10:30	Workshop–Series A
10:30–10:45	Beverage break
10:45–11:30	Workshop–Series B
11:30–12:00	Film
12:00–12:45	Lunch
12:45–1:30	Panel of college students answering questions about science and engineering careers
1:30–2:00	Film
2:00–2:45	Workshop–Series C
3:15	Conclusion.

Distribute evaluation form and present attendance certificates.

Conclusion/Follow-Up

Conference alumni suggest a six-month lead time to get the project underway and stress the importance of picking an energetic co-sponsor and a Saturday for the workshop. If there are budget limitations, have a shorter program with a coffee break rather than lunch. Evaluations give you feedback for future planning, and reinforce plant efforts. Alerting the media means good publicity for Westinghouse community efforts.

Please send copies of conference design, evaluation report, and news clippings to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA

For further information call:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

Elizabeth Price
Large Motor Division, Buffalo
WIN 258-2064
(716) 631-2064

Minority Spokespersons and Community Ambassadors Program

3. Education Programs

The Westinghouse Minority Spokespersons Program is a unique nationwide project that promotes engineering and technical careers to minority youth through the media.

Each spring and fall, a select cadre of black and Hispanic Westinghouse engineers, currently numbering 20, traverses the United States to appear in cities with substantial minority populations.

As successful role models, they communicate the value of engineering careers via radio, television, and newspaper interviews and cite a toll-free Westinghouse number for more information.

Since 1980, when the Westinghouse Steering Committee for Minority Communications initiated the program, the spokespersons have visited almost 100 cities and given over 500 TV, radio, and press interviews. Through them, about 81 million persons have been reached.

Their message? George Reynolds of Baltimore Defense typifies the articulate eloquence that demands attention and gets results.

Success Story

As one of the original and still active spokespersons, Reynolds is also one of the most effective.

When he talks, youngsters listen. Some, like the teenagers now writing from engineering school, also appear to have acted, and followed through on his advice.

What does he tell them? "It's important for young people to stay in school. Whether they are white, black or green, it's important that they do something with their lives—or as we go into higher technology, they won't be employed in 20 to 30 years, regardless of color or what they contribute.

"Be whatever you want to be if you apply yourself and work at it. And while you think of all that, at least consider engineering and technology as a career path.

"Some give up," Reynolds adds, "because they are afraid of the mathematics and science involved. But nothing worthwhile comes easy or everyone would be doing it. You don't have to be a super genius, but you do have to study and learn the material. You can do it if you apply yourself. If you don't do well, take it again and don't let anyone turn you around in the process."

Reynolds identifies with youngsters who lack role models and lets them know that he, too, is a product of public schooling. He also credits his father for spurring his love for tinkering, drag races, and building model airplanes.

"It's a message of motivation. I had to work harder than most people, but I learned the information to solve the problems."

An important turning point was a General Motors–sponsored model auto contest. Reynolds captured first prize and the interest of GM engineers who encouraged further study.

Next came Howard University, financed by a part-time job driving a mail truck, and summer employment at GM as a junior engineer.

Reynolds joined Westinghouse in 1967, and today, as engineering section manager, oversees the development of sophisticated systems for aircraft and the space program.

"I'm still in design, still doing what I always wanted to do," he adds. "The main difference is that we're developing radar systems and stuff like that instead of components for cars."

Reynolds is also unearthing similar potential in young people.

Community Ambassador
Meet Jim Ford, of the engineering and instrumentation services division, who is one of the new Community Ambassadors.

Inaugurated by the Steering Committee in February 1984, the five current ambassadors focus on promoting education for minorities in their own communities—or flying to a neighboring one in a pinch.

Ford concentrates on the greater Pittsburgh area talking before minority students and influential organizations —parent, church, and community ones.

His message? "We're here to expose the students to different areas, and open their minds to fields they can go into that are lucrative. If they're interested in engineering and technical fields, this is what they need to get there, and this is how it can be done."

The thrust again is in getting underrepresented minorities into the high-tech talent pool.

Adds Ford, "We also let them know there is a toll-free number they can call for more information." Callers to 800-245-4474 (inside Pennsylvania–800-242-2550) get a special Hispanic or black information kit.

Ford, like Reynolds, champions being steadfast. A math teacher in his Ponca City, Okla., junior high school said that he would never make it through college prep. Persisting, he got in his college requirements, then both a B.A. and a law degree.

Now as a human resources manager who constantly evaluates the job market, he is well-equipped to talk about curriculum, booming career fields, and potential earnings.

Getting Started
The best part about having a Minority Spokesperson or Community Ambassador make a major appearance in your community is tapping into the already existing pool of 20 well-trained Westinghouse specialists.

The more difficult, yet creative, aspect of the program is assessing your community and justifying the visit.

It is essential to have both a large minority population and a significant event or outlet. These could be a career conference, an important meeting of a leadership minority organization, and minority-oriented television and radio programs.

Resources
Plant coordinator plus staff time for research, local contacts, and publicity.

Planning
1. Evaluate the size of the minority community, major organizations, and school clusters.
2. Determine if the major event conflicts with potential scheduling of spokespersons—primarily in the spring and fall.
3. List TV and radio stations with a minority audience, types of programs, and hours aired.
4. Enlist a community leader to join your plant in inviting a spokesperson or ambassador to visit.
5. Coordinate information and tentative itinerary with Contributions and Community Affairs office.

Implementation
Complete and implement the schedule. Such a schedule may include a welcoming reception, a TV and radio appearance, a youth assembly sponsored by school superintendent, interviews with local and school press, and informal meetings with local science and math teachers. Distribute evaluation forms.

Conclusion/Follow-Up
The hunger for information, by minority and nonminority youngsters is acute, notes Reynolds. And the number of follow-up requests via the toll-free call are proof. (Ask Gateway for sample information packets if you don't already have some.) He is also impressed by spokesperson training by New York TV specialists—and something more. "The Westinghouse commitment is really there," Reynolds says. "It's awfully hard to measure the worth of what we're doing in this area. They could have taken the glamor, looked good, and walked away from it, but they didn't."

Please send copies of local publicity, evaluation report to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For further information call:
Contributions & Community Affairs
(412) 642-3017 WIN 272-3017

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Community Ambassadors Training Program

3. Education Programs

At issue in the countdown to the year 2000 is the need to train more minorities for math and science-related careers.

Demographic experts predict that by the year 2000, one-third of the U. S. population will be composed of minorities, many of whom will be educationally unprepared to compete in technological fields. In the engineering discipline, for example, the past decade has seen an increase in minorities entering the profession; however, minorities still compose only five percent of the engineering graduates. For industries that depend on a pool of talented engineers and math and science college graduates, these predictions have alarming implications.

Since 1977, the Westinghouse Steering Committee for Minority Communications has been working to encourage more minority youth to pursue engineering, science and technical careers. The committee's Community Ambassadors Program brings successful minority role models into contact with youngsters to inspire them to explore a variety of math and science career opportunities. The Ambassadors visit schools, participate in career conferences and interview with local media to communicate the growing need for talented technological professionals and to provide information on how to prepare for these careers.

Training Ambassadors is the first step in launching a successful Community Ambassadors Program from your location.

Success Story

Since 1984, Westinghouse Community Ambassadors have reached a potential audience of some 90,500 people with the science and math-related careers message through media interviews, school visitations and participation in career conferences. More than 15,000 students in 90 schools have had opportunities to come face-to-face with Westinghouse engineers and technical professionals to learn about a variety of science and math-related careers and how to prepare for them.

Community Ambassador Bill White, procurement coordinator, Distribution and Control Business Unit, Pittsburgh, Pennsylvania, invented a "values game" to capture students' attention about the monetary benefits of pursuing a career in technology. Armed with Monopoly money and a toy boat, school (representing a university), house, and car, Bill divides students into four teams and invites them to purchase what they feel is the most valuable property. What results is enthusiastic quibbling over which team will buy the house and the car. Of course, the school is usually the last to go, and the group who is "stuck" with it expresses sheer disappointment. That situation is promptly turned around when Bill produces a chart indicating the value of the commodities. The school represents a college education in a high technology career with an estimated value of $28,000 a year to start and growing even more valuable over the years.

Presentation training in how to communicate with young audiences inspires the Ambassadors to think of creative and appealing ways to present their various messages.

3. *Education Programs*

What Worked for Pittsburgh

To implement the initial program, business unit vice presidents, general managers and plant managers in the Pittsburgh region were asked to nominate a potential Community Ambassador. The nominees who were interested in joining the program received intensive media training before they began to participate in career conferences, appear on television programs and conduct radio interviews.

Getting Started

First and foremost, be sure to share your proposed efforts with the director of Contributions and Community Affairs, Gateway, WIN 272-3017 or (412) 642-3017. Marjorie Moreland, Assistant for Community Affairs, WIN 272-4043 or (412) 642-4043, is also available to offer counsel and assistance before implementation of your plan.

Here are some suggested planning steps, a look at format and resources, and some thoughts about follow-up.

Recruit Professionals

- Recruit outstanding minority professionals who have enthusiasm about the objectives of the Community Ambassadors Program and an interest in participating in the program.

- Recruit a professional to administer the program who will take initiative to plan Community Ambassador appearances by contacting local school organizations and volunteering an Ambassador.

Define Objectives

- Communicate the mission, history and strategic plan of the Steering Committee for Minority Communications.

- Provide Community Ambassador trainees with information about the program, the Steering Committee's messages and how to communicate the messages to diverse audiences.

- Augment the trainees' professional skills with media and presentation skills training, placing a particular emphasis on classroom techniques.

- Inform the program administrator about the methods for placing the Community Ambassadors in the schools and the community.

Format

Plan a day or two of training. Two days is preferable for participants who have never had media or presentation skills training.

Make sure that the training room is supplied with a slide projector and/or an overhead projector, a flipchart and markers and all of the training materials and handouts that will be used.

If possible, arrange for videotaping of the trainees' presentations. Have a VCR and monitor available in the training room to review the presentations.

Begin the training with a Continental breakfast and time for the Community Ambassador trainees, the program administrator and the trainers to get acquainted.

After the participants have become acquainted, use the balance of the morning session to communicate the mission and history of the Westinghouse Steering Committee for Minority

Communications, the committee's strategic plan and the Community Ambassadors' messages.

Complete the training course with media and presentation skills training that focuses on presenting the Community Ambassadors' messages.

For the media and presentation skills training, it is not imperative that the program administrator be present; however, it is recommended that the administrator receive the training, too. This way the administrator will become familiar with each Ambassador's special skills, which will help in planning Ambassador appearances. In addition, if the administrator is trained, he or she can serve as a substitute should an Ambassador need to make a last minute appearance cancellation.

Resources and Costs

Costs include staff time for planning and implementing the training program and/or the professional fees for outside consultants, the work release time for the trainees and miscellaneous costs for the VCR usage and the reproduction or creation of training materials.

Planning/Implementation

1. Recruit employees who are interested in becoming involved in the Community Ambassadors Program.
2. Determine if the recruited trainees have had media and presentation skills training. Plan one day of training for skilled presenters trained in media. Plan for two days of training when working with novices.
3. Brief trainers on course objectives and the Community Ambassador messages.
4. Develop a half-day training program on the mission and history of the Steering Committee, the committee's strategic plan and the Community Ambassador messages. Refer to the following publications to develop slides and/or overheads and for distribution to the trainees. Slides highlighting the history and the programs sponsored by the Steering Committee for Minority Communications are available and can be borrowed from Contributions and Community Affairs.

   - Steering Committee for Minority Communications 1988 Report to Management.
   - Spokespersons and Community Ambassadors brochure.
   - The report on the 10-year history of the Steering Committee for Minority Communications.
   - Community Briefs kit.
   - Award of Excellence brochure.
   - The Steering Committee's Strategic Plan.
   - A New World brochure.
   - Magazine and newspaper articles that discuss the predicted shortage of engineers and scientists, statistics on minorities entering engineering and other science and math-related professions, educational issues at the precollege and college level, salaries in math and science-related careers and scholarship and financial aid information.
   - The Committee on Economic Development's *Children in Need: Investing Strategies for the Educationally Disadvantaged* and *Investing in Our Children: Business and the Public Schools.*

   The above publications can be obtained from Contributions and Community Affairs.

5. Work with site trainers or outside consultants to develop a media and presentation skills training workshop. Topics to cover and practice in the workshop include:

   Media

   - Planning what messages will be conveyed.
   - How to manage an unprepared or a disinterested, confrontational or intimidating media interviewer.
   - Becoming familiar with the TV or radio show's format, host and audience.
   - How to take control of the interview when the cameras are on.
   - How to bridge irrelevant or controversial questions and avoid discussing unrelated topics.
   - Disarming loaded questions.
   - Bridging hypothetical questions.
   - Using a conversational tone.
   - Avoiding professional jargon.

- Gestures.
- Eye contact.
- Wardrobe.
- Using the camera.
- Preplanning visual aids and props.
- Building good listening skills.

Presentation Skills
- Audience evaluation.
- Communicating to small, medium and large groups.
- Incorporating personal experiences.
- Communicating to diverse populations: young people, parents, teachers, community leaders.
- Using an upbeat and conversational tone.
- Avoiding professional jargon.
- Visual aids.
- Gestures.
- Eye contact.

Media and presentation skills training works best when presentations are videotaped and later reviewed and critiqued.

Conclusion/Follow-up

After the training program, think about inviting school officials and community leaders to a luncheon to explain the Community Ambassadors Program and introduce the participants.

Refer to the Community Ambassador Program Update in Community Briefs for step-by-step guidelines on planning, launching and administering a local program.

For further information, call:
Contributions and Community Affairs
WIN 272-3017
(412) 642-3017

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Community Ambassador Program Update

3. Education Programs

The Community Ambassador Program (CAP) is an excellent vehicle for reaching minority youth in your plant community with some important education messages. Youngsters have a chance to identify with successful minority role models—Westinghouse professional men and women who describe engineering and related careers.

In a classroom setting, middle school students receive helpful information on various job fields and what it takes to get there. The goal is to motivate them to prepare for engineering, science and technology careers. Youngsters learn early-on that math and science skills are keys to career options later and that well-paying, satisfying professions are the result of hard work and tenacity.

Career information is conveyed with enthusiasm by well-prepared presenters who deliver their messages with slides and other materials.

Success Story

In 1984, the Steering Committee for Minority Communications launched CAP in Pittsburgh. The objective was to work with local schools, minority organizations, churches and related groups in setting up meetings with minority youth.

The five recruited ambassadors had intensive media training, and then worked with various minority organizations on career conferences. They also spoke at several middle and high schools and appeared on radio and television minority programs.

The program was so well received at the schools that, in 1985, it was expanded to include eight ambassadors in Pittsburgh, Philadelphia, Raleigh, Atlanta and Grand Rapids.

The effort focused primarily on eighth graders, given the timeliness of math and science courses. Noted Jim Ford, one of the ambassadors, "The older students are more difficult to reach and for some, asking them to concentrate on math and science is too late. The young don't really know what engineering and other challenges are. But once you get the idea across and it starts clicking, the questions start flowing."

In 1985, the eight ambassadors included: Paul Andrews, Darnell Bacon, James Ford, Ronald Lawrence, Norma Stanford, Ronald Via, Brenda Webb and Wilbert Wilson. Wilson Rivera, recruited from Baltimore, addressed fellow Hispanics at three Philadelphia schools.

The eight appeared at a total of 34 schools in five cities, addressing over 7,100 pupils. They also gave several television and newspaper interviews and PTA talks for an added audience of over 1.5 million adults.

The governor's office, state and local government education officials, key minority organizations, and the media were alerted to the program's effectiveness.

Schools requested repeat performances and follow-up career information. Noted one Philadelphia school executive, "The quality of the program depends on the presenter—and they were all outstanding."

What Worked for Pittsburgh

- *Define Objectives*
  The objectives for Pittsburgh were:
- Show Westinghouse interest in helping minorities gain math and science skills, enabling them to join the 'high tech' talent pool of the future.
- Give Westinghouse visibility in the state, region or local area as a concerned and responsible corporate citizen.
- Give community ambassadors, themselves, a platform for personal career advancement.

- *Recruit Professionals*
  Recruit outstanding minority professionals and augment their presentation skills with media training and classroom techniques.

- *Gather Intelligence*
  List potential resources and support groups, i.e., governor's initiative on education, state departments of education and labor for data, special state and local educational associations, state and local minority organizations, mayor's offices, politicians.

- *Use Handouts*
  Hand out two materials, one to describe CAP and another to give youngsters more information on careers. Both the CAP brochure and the Black, Hispanic and generic engineering kits are available through the Contributions and Community Affairs office.

- *Develop a State Profile*
  Create a list of jobs of the future in engineering and technology that ambassadors can weave into their presentations.

- *Cooperate*
  Work diplomatically with school authorities. They get many requests and need to assess the value of each program.

- *Involve Westinghouse Management*
  The Regional Vice President facilitated the program's start-up in Philadelphia by hosting a luncheon for school administrators.

- *Initiate*
  Don't wait for an external organization to plan the appearances. Take the initiative, contact local school organizations and volunteer an ambassador.

Getting Started

First and foremost, be sure to share your proposed efforts with Cecile Springer of the Contributions and Community Affairs office at Gateway on WIN 272-3017 or (412) 642-3017. Cecile is available to offer counsel and assistance before implementation of your plan.

Here are some suggested planning steps, a look at format and resources, and some thoughts about follow-up.

Format

A class period is about 40 minutes—20 minutes for a talk and 15 minutes for questions and answers.

Ask for a proper classroom or auditorium. Large, makeshift assembly areas are distracting to the speaker and the audience.

The speaker's slide presentation (video or overheads may also be used) should give some history of the division/plant, an idea of products or services the speaker works on, and include some humor. Props could be examples of technology, such as a microchip or something relevant to the job area.

A conversational tone works best, especially if it includes personal observations on family and schooling, what makes the job interesting, and special skills involved.

Resources and Costs

Costs include staff time for planning and coordination as well as travel expenses for speakers as necessary. Allow a budget for mailings, quantities of speaker bios and photos.

Planning/Implementation

1. Outline program highlights, potentials, and use as a basis for memo to management, and as an introductory letter to schools and support groups.
2. Publicize program among managers and ask for ambassador candidates.
3. Interview each ambassador to develop a biographical sketch and to assess presenter skills. Use the biographical sketches to inform schools and the media about the program and the individual ambassadors.
4. Solicit help from local television station to train ambassadors in interviewing basics.
5. Contact Urban League, NAACP and other minority community and service organizations as well as school board personnel. Distribute CAP information and inquire how the program can be helpful.
6. Contact governor's office, state offices, museums and television stations about other education initiatives that may link with CAP. Request data on education issues, demographics, and careers of the '90s to share with ambassadors.
7. Write a comprehensive letter to the superintendent of schools (also to parochial heads if schools are predominantly minority) outlining CAP and requesting a meeting to discuss details. Be prepared to discuss format and show samples of engineering brochures.
8. Develop a speaking schedule with designated school administrators and integrate with ambassador's workload.
9. Ask school administrators about PTAs and other relevant groups to contact. Offer ambassadors as a resource to them also.
10. If you are scheduling the program for another city, ask the Westinghouse Regional Vice President to host a luncheon or initiate other means of introduction.
11. Develop fact sheets for ambassadors. Pittsburgh information included stressing technology careers as well as science and engineering, data on education trends, impact of economic trends on minorities, and jobs of the future.
12. Contact the board of education information officer and request that a news release be sent to media on the CAP schedule.
13. Prepare a Westinghouse news release and send to news editors of television stations, education and business reporters of dailies or suburban weeklies, and to popular columnists. Follow up with calls requesting interviews.
14. Publicize CAP internally.
15. For local appearances, send the school a biography, picture and telephone number of the ambassador. Inform the ambassador of the school's telephone number as well. Send the school an adequate number of engineering brochures prior to appearance.
16. For out-of-town appearances, ask that the school board designate a host to meet the ambassador and accompany him/her to a number of schools. Alert the media to appearances and set up an interview schedule.
17. Share ambassador schedules with minority organizations, churches, PTA groups and encourage their representatives to attend.
18. As CAP fame spreads, develop a form to handle CAP requests for appearances.
19. Solicit feedback from schools on the presentations.
20. Share the success of the program with plant personnel as well as with other key community and business organizations. Yours will probably be the pilot for other industry efforts in your locale.

Conclusion/Follow-up
Schedule CAP for March through May and again for September through November. Start planning in January. Try to keep pupil groups manageable. If the groups are very large, consider making the presentation twice. Keep the presentations informative yet snappy and entertaining. Stay on top of details, especially regarding schedules and hosting of speakers. Consider a career conference as an eventual follow-up to several years of community ambassador presentations.

For further information call:
Contributions & Community Affairs
who can refer you to community ambassadors.
WIN 272-3017
(412) 642-3017

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Partnerships in Education Program

3. Education Programs

The Partnerships in Education Program links a local plant with an individual school to match resources and needs for a mutually enriching experience. The basic design includes participation by top and middle-level school and plant personnel in an intense planning period to mesh roles, expectations, and objectives.

The range of cooperative projects may vary from tutorial and motivational help to tackling complex administrative and scholastic needs.

The involvement, also known as an Adopt-A-School Program, is a long-term commitment that builds after the first year's "get-acquainted" period.

The rewards? For Baltimore Defense, a dramatic turnaround in an otherwise "problematic" school situation.

Success Stories

Baltimore

After five years of more peripheral partnerships, Baltimore opted to do something different, and more substantive with its school association. The choice was an inner-city junior high school—1500 predominantly Black pupils written off both by staff and local media.

"The potential to stay in school was very low," says Francene Hopkins, Westinghouse's Adopt-A-School coordinator. "The challenge was to take a school like that—rather than one that had everything going for it—and change the atmosphere from a negative to a positive one."

Marvin Jones, vice president and director of human resources, took the initial step late in 1983 by meeting with the superintendent of schools and the principal to assess concerns. For example, department heads weren't talking to one another; few, if any, teachers wanted to teach there; absenteeism and teacher disrespect were major concerns.

Three key needs surfaced: staff development, better attendance, and student achievement. Westinghouse assistance included a formal eight-month workshop for 100 teachers, two computers to track attendance, and some $50,000 in surplus lab equipment.

Some 25 plant professionals introduced youth motivational programs in the following areas: staff development, Engineering Pipeline, Project Business, industrial arts, computer instruction, a tutorial program, career development, lacrosse team, parent volunteers, honors program, subject area clubs in science, math, English, the school newspaper, and a preventive chemical dependency program.

In the planning are projects like peer tutoring, college student and volunteer program, tutoring hot line and a peer monitoring system.

"The new principal says there is a 100 percent change," notes Hopkins, "and she attributes it to the support and excitement we are giving to the school—the knowledge that someone cares about them. It is very rewarding."

What Worked for Baltimore

- *Have a basic agreement.*
  The administration must be willing to accept assistance. Be honest in terms of agreed-upon objectives, and a full understanding of support, and follow-through.

- *Identify problems in a joint meeting.*
  Include school administratives and staff personnel and key industry management personnel.

- *Set clear operating procedures.*
  Appoint coordinators and build teams.

- *Identify corporate resources.*
  Be creative in applying business skills to school problems.

- *Recruit plant volunteers.*
  Word-of-mouth boosts efforts.

- *Excite parents.*
  A year after the project startup, the PTA invited Jones to a meeting, and welcomed him with a standing ovation.

Partnerships elsewhere reflect still different school needs.

- *Pittsburgh Tutorial*
  Pittsburgh's association with Brashear High School predates 1980 and continues to grow.

  A special committee of 10 persons from different area locations develop new programs. One for extensive tutoring of ninth graders attempts to slice the 30 percent drop-out rate.

Others include a speaker's bureau, tours of Westinghouse facilities, AFS scholarships, gifts of supplies, books, computers, and judges for a problem-solving contest. There is a Secretary Shadow Day and, for teachers, courses and a year-end reception.

- *Vernon's Latin Connection*
  Highlights of Vernon 7-Up's two-year association with a Hispanic elementary school in East Los Angeles was a unique career day for sixth graders.

  The principal thought the program would give youngsters exposure to a creative industry. Maria Contreras-Sweet, Vernon public affairs director, agreed and stipulated only that it be held on a Saturday so that parents could attend.

  The turnout, complete with lunch, speakers, and a Hispanic TV personality as keynoter, included 125 pupils and 100 visibly moved parents.

  The session was in Spanish and the message one of confirmation. "Parents left with the knowledge," says principal Maria Ott, "that they didn't need to have a college degree to help their children to succeed. Sharing and support are important."

  "There wasn't a dry eye in the house," she adds. "It was one of the nicest things I've ever experienced in the school system. And we couldn't have done it without Maria."

Vernon plans a repeat conference at Sheriden Street school and a new one at a black elementary school.

Getting Started

Here is more information for developing a partnership in education program in your community.

Resources/Costs

Staff time for planning, implementation, and evaluation. Volunteers for tutoring, speaker's bureau, and development programs. Budget varies from incidental expenses at Brashear to $2500 at Vernon to extensive people involvement and equipment donation at Baltimore.

Planning

1. Assess community education needs tapping into the experience of local service organizations and businesses already in partnerships.
2. Determine plant commitment and resources; select project coordinator.
3. Target a school.
4. Meet with key school contacts, designate project coordinators and discuss objectives and goals.
5. Draft program.
6. Program ideas, starting with small but visible activities:

- Provide speakers for assemblies; advisors for newspaper and yearbook development
- Allow students and teachers to "shadow" employes; have tours
- Donate equipment and share computers and consultants
- Sponsor a career conference
- Sponsor students at summer college courses.

Implementation

- Publicize program information to school personnel, students, parents, and plant employes
- Meet monthly for ongoing planning and evaluation
- Include additional resources—museums, nonprofit agencies, colleges, service clubs
- Publicize to external community as appropriate.

Conclusion/Follow-Up

Partnership alumni started talking with administrators in the fall and needed the year to develop a program. Monthly meetings with school counterparts are vital. Overall benefits energize students, who are motivated to stay in school by work-world expectations and opportunities. Administrators learn new approaches. Businesses have a better appreciation of school system norms, and its efforts can affect the quality and productivity of its future work force.

Please send copies of partnership program, evaluation, and any news clippings to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For further information call:
Contributions & Community Affairs
WIN 272-3017
412-642-3017

Marvin Jones
Defense Center, Baltimore
WIN 285-4418
301-765-4418

Maria Contreras-Sweet
7-Up Bottling Company, Vernon
WIN 722-8853
213-268-7779

Work-Study Programs

A work-study program is a collaboration between a plant and a local college or university that enables capable minorities to pursue degrees in electrical or mechanical engineering or computer science while working part-time at Westinghouse. The objective is to develop and employ minority engineers. The basic design includes a formal, in-plant program with specific guidelines and requirements; participating students are fully reimbursed for tuition and fees.

Success Story

Some 34 students have participated in the Westinghouse minority work-study program at the Baltimore Defense Center, which was launched in 1972.

Initially employed as assistant engineers, they worked 24 hours a week and attended 16 hours of classes at Johns Hopkins, the University of Maryland at College Park or Loyola College.

There are six-month work assignments in relevant areas; salary, vacation and insurance programs; and the opportunity for full-time employment after graduation. One early recruit was recently promoted to supervisor.

"Best of all," notes Earl King, manager–human resources, programs and services, "most of the kids are real Westinghouse people. They really believe in the company, develop good work habits and turn out to be among our more successful young people."

The program has made an impact on the community as well. "The work-study program was one of the first truly positive efforts Westinghouse made toward being proactive in the minority cause," says King. "Until then we recruited minorities, but this time we actually developed a program, paid for it, and assured an education for some who may never have otherwise finished school."

What Worked for Baltimore

- *Having a fairly large minority population.*
- *Engineering schools within commuting distance.*
- *A motivated minority.*
  It's a difficult program and requires a strong emotional commitment from the student. (The first year, 100 interviews resulted in six finalists.)
- *Management commitment.*
- *Academically oriented supervisors and mentors.*
- *A good administrator,*
  who is evaluated on program performance.
- *Funds*
  to support participant for four years.
- *Working diligently on referrals*
  once program is in place.

Getting Started

To launch a work-study program in your community, here are some suggested planning and implementation steps and a word about resources. Allow one year for startup, primarily for recruiting.

Format

After four-year commitment to recruit outstanding minority juniors majoring in electrical or mechanical engineering, physics or computer science is

made, one must negotiate a company-paid, part-time study program with a local college, develop a 24-hour job week, and hire at end of successful program completion.

Resources/Costs

Staff coordinator and work supervisor, school personnel, recruiting materials, and planning.

Budget for recruiting meetings, lunches and staff time. Tuition and fees vary from 6 to 9 credit hours; prorate $3000 per student.

Planning

1. Assess program feasibility based on demographics, university location, plant commitment, and available funds.
2. Appoint a coordinator to initiate program with engineering faculty, registrar, and business office and to coordinate the supervisors and mentors.
3. Draft a prospectus about the program's purpose, plant and school responsibilities, recruitment needs, student requirements, job descriptions, interview forms, evaluation procedures, and a review with faculty.
4. Develop final program design.
5. Recruit energetically. Sources include community colleges, professional minority societies, technical schools, employment applicants (often unable to complete school), employe referrals, community leaders.
6. Interview, screen, and select candidates. Orient and present written regulations.

Implementation

- Limit student work to 24 hours; more is counterproductive.
- Hold credit hours to a minimum of 6 and a maximum of 9 per semester.
- Coordinator meets monthly with both the student and supervisor and regularly with faculty.
- Require written performance reports from the supervisor at the end of each assignment and a transcript of grades at the semester's end.
- Conduct formal performance and merit reviews annually.
- Promote successful graduate to position and salary commensurate with the degree and one year's engineering experience.

Conclusion/Follow-Up

Program coordinators suggest thorough screening of applicants, for both academic and home background. The more gifted tend to better withstand the pressures of combining work and study. Although recruitment is difficult and expensive, program advantages include having more positive control over students' education and providing an opportunity to become a potentially valuable member of the Westinghouse work force.

Please send copies of program design, evaluation, outcome to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For further information call:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

Earl King
Defense Center, Baltimore
WIN 285-4489
(301) 765-4489

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Print Campaigns

3. Education Programs

Education and advertising do work hand in hand. The Steering Committee for Minority Communications has successfully used advertising as an education tool since 1980.

Indeed, the Committee's print advertising campaigns have captured top awards through the years. Among top corporations, only Westinghouse uses minority-oriented advertisements to sell education rather than products or services. Westinghouse's ads focus on the importance of math and science skills as a prelude to careers in engineering, science and technology.

The current print campaign continues this focus with appealing ads that reach large numbers of Black and Hispanic families through their favorite publications. Two ads for Black audiences show youngsters saying, "*I want to create*," and "*I want to explore*." In the Hispanic ad, a boy and girl hover over a computer as the text explains, "*They'll find the Million-Dollar Solution*."

Success Story

Response to this exclusively print campaign has been phenomenal. Inquiries into the toll-free number for free engineering kits mentioned in the ads more than doubled in nine short months.

The ads ran in *Ebony, Essence,* and *Black Enterprise* publications with a combined circulation of more than 7.7 million Black families. Ads in *Hispanic Engineer, Nuestro, Selecciones, Caminos, Temas,* and *Hispanic Business* reached 4.8 million Hispanics.

Getting Started

Now plant communities have the option to develop their own local and regional minority advertising campaigns using the same ads.

Resources/Cost

Ad reproduction materials are available in both color and black and white from Bob Mink, Manager of Advertising Services, Corporate Advertising, at no cost to you. (Please see examples on back page.)

Your budget for running the ads depends, of course, on local and regional print rates. In some communities, for example, a full-page ad may be as low as $500.

Planning/Implementation

1. Look into the minority print media that is available for communicating this kind of message, such as minority regional magazines and appropriate local newspapers.
2. If you need specific information on media sources, call Bob Mink on WIN 272-4549 or (412) 642-4549. He will get the data for you from minority advertising agencies such as Mingo-Jones in New York or Sosa & Associates of San Antonio.
3. Order reproduction materials from Bob Mink.
4. Concentrate on the top one or two publications in your area.
5. Run an ad in each publication at least three times a year to have an effect.

Conclusion/Follow-up
Running ads locally or regionally reinforces other plant initiatives in minority communications. Advertising can effectively complement publicity for career conferences, and appearances by minority spokespersons and community ambassadors.

For further information call:
Bob Mink
Manager Advertising Services
Corporate Advertising
WIN 272-4549
(412) 642-4549

Minority Vendors Program

Westinghouse has been an industry leader in the Minority Vendors Program since its inception in 1971.

Each year, total contracts leap upward and amount to over $63 million from hundreds of minority vendors.

At Westinghouse, buying from minority suppliers is considered good business and smart business, given the competitive quality of goods and services from capable entrepreneurs.

Corporate objectives include assisting minority vendors in selling to Westinghouse, increasing the volume of purchases, identifying and qualifying new sources, and encouraging managers to implement the policy.

Some divisions are more effective than others, stimulated by commitment, concerted effort, and, above all, management support. Those that lag appear to be resistant to change and give the effort a low priority.

Success Stories

Minority vending at Baltimore Defense exhibits both a high priority and a determination to excel.

As socioeconomic procurement manager, award-winning Roslyn Smith accounts for almost half the company's minority buying tally.

She sees "small business as the heartbeat of America and support for big business," and thus continually searches out new opportunities, developing the necessary supports. For example, she helps start up high-tech ventures and is continually searching out new opportunities that better support division needs.

In the eight years he has served as minority vending coordinator at the Winston-Salem facility, Larry Turner has seen sales zoom from $11,000 to over $1 million and suppliers multiply from seven to 36. His efforts have included organizing sales training courses for minority vendors and helping other Westinghouse plants develop similar programs.

Another prize-winning minority vendor program involved the Transportation Division and over $3 million in contracts to 20 firms for the Atlanta Airport People Mover project.

Getting Started

Most buying locations have a minority vendor coordinator and set objectives. But division commitments vary and success is more than reporting statistics. Although tied to purchasing, the effort reflects creative work with engineering, sales, and manufacturing.

Many divisions are proactive, spurred by upper management, and implement many program innovations. Others may find Roslyn Smith's planning suggestions helpful.

Planning

1. *Get top management support.*
   Request an annual update on the Management Directive, including a general manager's acceptance of overall responsibility for the program's success.
2. *Appoint a savvy coordinator*
   with a broad understanding of all products and who can "sell" the program to the community.
3. *Set realistic goals*
   that the group can realize. Consider commodities and services that minorities can actually supply.

4. *Source out qualified suppliers.*
Ask other Westinghouse divisions, other companies, associations, and Chambers of Commerce. Attend procurement fairs and use available directories.
5. *Qualify vendors.*
A facility's inspection by a quality control team may ensure that work meets requirements.
6. *Give management assistance,*
as appropriate, for understanding specs or for financial, marketing, and equipment needs. Loan out students or retirees as consultants.
7. *Build user confidence.*
Set up meetings between vendors and users, on- or off-site to discuss capabilities and make users more comfortable.
8. *Keep records simple.*
Too much paperwork overwhelms the user.
9. *Develop a vendor data sheet,*
which is also a helpful planning tool.
10. *Keep the program visible*
internally and externally—to motivate and gain support. Garner awards from agencies, minority associations, and national trade groups.
11. *Get involved in the community*
—for sourcing and to locate new suppliers.
12. *Recognize outstanding suppliers,*
including nonminority ones. Award plaques annually at a general manager dinner event.
13. *Recognize employes*
for outstanding support to minority enterprises. (At Baltimore's general manager-sponsored event, the top awardee gets a gold watch.)

Resources/Costs

Staff planning time, including research, vendor/user communications. Budget for trade purchasing fairs, association dues, publications, in-house training sessions, and awards events.

Implementation

1. Monitor goals and objectives quarterly. Make accountability part of the performance review.
2. Include plans in new buyer orientation and training programs.
3. Publicize program importance and accomplishments with a general manager letter or plant newspaper.
4. Counsel contracting and purchasing groups on minority supplier matters.
5. Counsel minority suppliers about new specs and developing division needs.
6. Maintain continuing audit to identify problem areas and measure effectiveness.
7. Join a regional minority purchasing council for resources and to show goodwill.
8. Report progress and examples of cost improvements to management.
9. Maintain records on the company, activity, and objectives.
10. Recommend national agreements to headquarters as potentials for other locations.
11. Prepare employe and supplier awards presentations.

Conclusion/Follow-Up

A booming minority vendor program requires top management endorsement and good communications with current and potential users and suppliers. Developing new sources, especially for high-tech needs, means making an extra effort with financing and equipment contracts.

Please send examples of innovative programs to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For more information, contact:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

Roslyn Smith
Defense Center, Baltimore
WIN 285-8269
(301) 765-8269

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Minority Recruiting Program

Westinghouse makes special efforts to recruit minorities, both on campus and off, through a variety of distinguished programs. Chief among them, and unique among corporations, is the Minority Seminar launched by the Westinghouse Education and Development Department in 1972. Spearheaded by Craig Fabian and given in several airport locations each year, the seminars enable divisions to meet top minority engineering candidates in a productive yet comfortable setting. "Via the minority seminars," says Fabian, manager of recruiting and placement, "we try to impact as much as we know how upon a basically very limited population of graduating seniors. We go out of our way to preselect minorities that we think could have a good impact upon Westinghouse and vice versa."

Fabian adds, "Each student can be reached by 11 divisions and can receive eight invitations. So, they're thinking about Westinghouse all the time.

The Education and Development Department also interviews on campus and offers résumé packets to all divisions five or six times a year.

Elsewhere, marketing, manufacturing, and purchasing conduct their own seminars, and are potential sources for hires, both minority and nonminority.

Divisions themselves also show initiative, developing creative approaches to minority recruiting.

Success Stories

Most divisions, large and small, tout the Minority Seminar as the most qualitative source for engineering candidates, even though a fee is involved. The demand is great, the supply small and the ratio of acceptances daunting. One in 13 eligible minority candidates accepts a Westinghouse job offer.

Numbered among seminar alumni are the achievers, the spokespersons, and minority education activists. They are also newcomers like Norma Jean Holt, an engineering science and mechanics engineer raised on an Indian reservation in Cherokee, N.C.

Holt interviewed with 50 companies, visited G.E., and opted for Westinghouse after a Minority Seminar invitation to Pittsburgh. "Westinghouse was one of my first heavy recruiting experiences," she says, "with good exposure to many personable, comfortable interviews. They really showed an interest in me and convinced me that I was a good fit. The people were friendly and open and happy with their jobs and convinced me that I would be, too."

The University of Tennessee graduate, now at Orlando steam turbine, adds, "They sold me, not on the benefits, but on the people, the diversification in the divisions, and the chance to do something unknown but challenging in purchasing."

Smaller divisions in more remote locations, such as the Naval reactors facility in Idaho Falls, Idaho, also participate in the seminars. Their minority hiring needs may be relatively small, but John Morris, personnel relations representative, notes, "The seminar lets us take a look at a significant number of qualified, pre-screened applicants. It's also a conduit to various schools announcing that we have a program with a lot of career opportunities."

Getting Started

Ideally, as part of Affirmative Action planning, divisions know their hiring goals late in the year and schedule recruiting accordingly. Most recommend hiring above the goals and seeking outstanding candidates at the Minority Seminar. As one administrator remarked, "even if you need only one person, go to the seminar and invite four. You may get one."

He adds, "If you are looking for a technical person, there is no other way you will find 25 to 30 graduates in one place at one time and interview eight or 10 of them—all pre-screened and a cut above the average—even if you hit 30 colleges."

For nontechnical personnel, one alternative is scouting individual colleges or establishing a relationship with a nearby one.

Resources/Cost

Staff time in planning and creative recruiting aside from the seminars. Seminar fee is $1,000 per division with unlimited division participation.

Planning

Some general guidelines apply to overall recruitment.

1. Anticipate job requirements and set up a plan early so it will be easier for management to buy.
2. Develop long- and short-term plans —to assure effective employe development.
3. Develop a training program for new hires—also a good recruitment selling tool.
4. Act on seminar invitations—particularly for special requirements. Smaller divisions have fewer requirements, but become known on the circuit and can personably sell the division and location.
5. Review résumés from the Education and Development Department, recognizing that grade point averages must be at least 2.0. Also, you may not get your first choice.
6. Contact other seminars, such as purchasing, manufacturing, and marketing, and invite a trainee to your division. Note the 18-month wait.
7. Initiate campus visits as appropriate.
8. Develop your own seminar, if location, needs, warrant.
9. Court nearby minority campuses. Develop relationships and visibility with guest lecturing, working with minority groups, hiring summer interns.
10. Advertise in key minority publications.
11. Participate in general community minority programs, asserting Westinghouse commitment to technical educations and career opportunities.
12. Conduct a career conference to further the initiative.

Implementation

1. Utilize corporate tools at hand, such as résumé mailouts from the Education and Development Department.
2. Play the odds. Participate in Westinghouse Minority Seminars throughout the country, increasing opportunities for a broad cross-section. (Note, commercial seminars cost $5,000 per successful hire.)
3. Utilize functional seminars (such as purchasing) to further requirements in those areas.
4. Share experiences with the Education and Development Department to insure improvements.
5. Don't be buffaloed by the competition. There is no substitute for the personal approach in recruiting. A genuine appeal overpowers fears of change in geography or entering the unknowns of the industry.
6. Use these guidelines and play them to the hilt. It takes time to develop an effective program, but the qualitative approach pays off.

Conclusion/Follow-Up

The key to optimal minority recruiting is anticipating requirements, building ties, and avoiding last-minute searches. The payoff, notes Fabian, is the "special aura that surrounds an organization or individual who has a successful minority hiring and placement program. It fulfills an appropriate corporate as well as individual need."

Please send program information, innovations to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For more information:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

Craig Fabian
Education and Development
Department, Pittsburgh
WIN 272-6022
(412) 642-6022

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Mentoring Programs

In Greek legend, Mentor was the loyal friend of King Odysseus and the trusted advisor and teacher to his son Telemachus. Hence, the derivation of mentor as meaning a wise and loyal counselor, teacher, or coach.

Indeed, a coach in today's workplace helps you learn essential shortcuts for getting ahead, looks out for your promotability, helps train you, assess your strengths and weaknesses, and defends you if necessary.

Since mentoring depends to some extent on "chemistry," it's difficult to translate that kind of support into a formal program.

What is possible is to develop awareness, especially at top management levels, that the best way to build talent within the corporation, including minorities, is to get to know it.

That means seeing bright potentials in action—sitting on a general manager task force helping to solve a problem or serving on the same committee or community board.

The Steering Committee on Minority Communications reinforces the idea by recommending that general managers and minority employes with strong potential come together on teams to discuss various business issues. They also suggest that top management meet directly with high achievers to review progress and career plans annually.

Success Story

New employes are at a more preliminary step in the hoped-for mentoring or career development process. Their primary need is to become acclimated and to understand as quickly as possible some of the expectations and norms of the Westinghouse culture.

For minorities, this kind of orientation is best done informally.

At Westinghouse Furniture Systems in Grand Rapids, an informal group . . . with the upbeat name of "Soul Patrol" . . . holds special meetings to welcome newcomers and assist each other with career development. The group gets together two to three times a year and each time a minority joins the Company. According to Albrie Love, Jr., human resource manager, the meetings are informal, conducted on personal time, and entirely financed by the group. Meetings are either held at public places or at the home of one of the employes. The group makes assimilation in the corporate environment easier by:

- Helping employes to overcome job fears and having someone to explain Westinghouse norms and expectations
- Giving employes a sense of identification and a chance to get Company information that normally flows through informal employe networks
- Assisting employes with career development by learning about requirements and opportunities and providing counsel on techniques for solving problems and advancing in the Division and the Corporation.

To bridge the information and orientation gap for newcomers elsewhere, Baltimore Defense plans an all-inclusive training program for graduate students. It will include the standard nuts and bolts and allow them to explore subtleties of corporate culture, also known as "the Westinghouse way of doing things."

Getting Started

Since there are several levels of orientation and tentative mentoring, it may be helpful to look at Albrie Love's four planning recommendations followed by three additional program developments.

Planning

1. The get-acquainted activities work best with at least four persons and no more than 20.
2. Get them started by someone who is in a visible position, knows the company culture, and is positive.
3. Keep it informal with occasional get-togethers.
4. To expand further, develop a formal orientation program for newcomers. Share job expectations, techniques for team building, and "getting ahead."
5. Discuss with top management a vehicle for seeing high-potential employes in action. This may be a task force or special team to address business issues.
6. Encourage the development of a career development program that would enable the best achievers to discuss goals periodically with top management.

Implementation

These various levels of get-acquainted approaches can be useful starting points if utilized correctly. Experienced hands suggest introducing one element at a time and testing the acceptance level before moving ahead.

All are geared to providing some initial element of "networking" at a peer level and then to become more professionally acquainted with upper management.

Encourage people to gain visibility by participating on different committees and athletic events and volunteering for task forces and activities inside the organization and within the community.

Conclusion/Follow-Up

Research on this subject reflects a "Catch-22" for minority mentoring. Specifically:

- There is a *need* for a minority mentor (sponsor, protege) program
- *Formal* mentor programs in major corporations have not met with much success.

Given this situation, a "fresh" approach is needed. The key appears to be putting in place a *process*, rather than a program, which provides the forum for mentoring to evolve more naturally. "Force-fitting" the mentor and mentee is not the answer, but creating the environment and following through to maintain it is.

Please send additional ideas to:
Contributions & Community Affairs
Westinghouse Building
11 Stanwix Street
Pittsburgh, PA 15222

For more information contact:
Contributions & Community Affairs
WIN 272-3017
(412) 642-3017

Albrie Love, Jr.
Furniture Systems, Grand Rapids
WIN 523-7216
(616) 957-7216

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Problems/Needs Sources of Information & Suggested Indicators

Social Problems/Needs	*Sources of Information*	*Suggested Indicators of Problems/Needs*
Alcoholism	State Alcoholism Agency	• Estimated no. of problem drinkers
	Police Department	• Alcohol-related arrests
Child Abuse	State/County Welfare Agency	• No. cases of abuse
	Police Department	
Crime/Lack of Public Safety	Police Department	• No. of violent crimes (murder, rape, robbery) • No. of other crimes (burglary, auto theft)
Drug Abuse	Police Department	• No. of drug addicts; drug-related arrests
Inadequate Education	State Office of Comprehensive Planning	• Median Educational level
	School District and/or State Dept. of Education	• HS seniors taking college board entrance exams • Dropout rate
	Census Data	• Occupational distributions
Inadequate Transportation	Public Transit Authority	• % public street miles served by public transit • No. of traffic accidents per 10,000 population
Juvenile Delinquency	Police Department	• Juvenile crime rate and drug-related arrests • School dropout rate
Neglected Elderly	Census Data	• Distribution of persons 65 and over • Single-person households
Poverty	State/District Employment Office	• Unemployment and underemployment rates
	Census Data	• % of families below median-income level
	Local Manpower Administration	• Underemployment rate
	State/County/Local Welfare Department	• No of assistance payments • No. of welfare cases • No. of families buying food stamps
Single-Parent Families on Welfare	Census Data	• Children in families below poverty level with a single parent

Community Involvement Matrix

Community Concerns	Alcoholics Anonymous	American Association of Retired Persons	American Cancer Society	American Civil Liberties Union	American Heart Association	American Red Cross	Area Agency on Aging	Arthritis Foundation	Association for Retarded Citizens	Bar Association	Boys Club	Boy Scouts/Girl Scouts	Catholic Charities	Child Care Network	Children and Youth Services	Child Welfare	Contact Ministries	Easter Seal Society	Family & Children's Services	Foster Parents Association	Help Line	Human Relations Commission	Jewish Community Center	Mental Health Association	Narcotics Anonymous	Neighborhood Legal Services	Private Industry Council	Salvation Army	School Nurse	Senior Citizen Center	Tel-Aid/Tel-Med	United Cerebral Palsy Association	United Health Services	United Mental Health	Urban League	Vocational Rehabilitation Center	YMCA	Youth Ministries	YWCA
Adoption															•	✓				•																			
Alcohol and Drugs	✓																																	•			•		
Chronic Illnesses			✓		•			•										•																					
Community Services																						•						✓		•									
Day Care														✓																				•				•		
Discrimination				•																	✓																		
Disturbed Children									•																				✓										
Domestic Counseling													•						✓				•					•											
Handicapped																		✓													•				•				
Health Services						•																										✓							
Legal Services										•																✓													
Phone Referrals																	•			✓											•								
Older Adults		•					✓																																
Youth Job Training											✓																•												
Youth Programs												•																								✓	✓	

Legend:

✓ = *Common to most locales*

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